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ABSTRACT

This booklet details the mission and major programs of each of eight research and development centers, eleven educational laboratories, two educational policy research centers, and two vocational and technical research and development centers, as well as the National Program on Early Childhood Education, the National Center for Higher Education Management Systems, the Educational Research Facilities Program. All of these programs are supported by the National Center for Educational Research and Development of the U.S. Office of Education and make vital contributions to the improvement of the quality of education for all children. (MBM)

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U.S. DEPARTMENT OF HEALTH,
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The need for significant improvements in American education calls for new approaches in educational research and development. Through its programs to build institutional resources, the National Center for Educational Research and Development supports various types of institutional activities, a research training program, and a research facilities program which are designed to meet this need in different ways. All of these programs are supported by funds authorized by the Cooperative Research Act of 1954, as amended by title IV of the Elementary and Secondary Education Act of 1965.

The basic objective of the eight university-based *Research and Development Centers* is to create improved educational programs and practices through systematic long-term programs of research and development. Each center brings together resources and inter-disciplinary talent to focus on a significant educational problem. Three well known products have been "prototype" systems—Microteaching, Individually Prescribed Instruction (IPI), and the Multiunit School.

Educational Laboratories are primarily engaged in educational development; that is, the precise formulation, field testing, and refinement of curriculum materials, teaching procedures, and organizational arrangements for adoption by local school systems. Currently, 11 autonomous, "not-for-profit" corporations (with independent governing boards, staffs, and other sources of income) are developing tested alternatives to traditional educational practice.

The National Program for Early Childhood Education was established to contribute to the improvement of early childhood education practice by carrying out those activities which will result in new knowledge about young children and by developing materials and practices which can be used by those individuals and agencies with responsibility for the education of young children. A National Coordination Center (located at the Central Midwestern Regional Educational Laboratory) oversees the work of the seven university-based components. The Bureau of Education for the Handicapped provides funds to support program activities related to the education of the handicapped, primarily at the University of Oregon Center.

NCERD also administers a planning and management systems development program carried on by the National Center for Higher Education Manage-

ment Systems. This comprehensive effort has some institutional characteristics similar to laboratories and centers.

The Educational Research Training Program seeks to increase the number of professionally trained educational research and development personnel and to increase the competencies of those already in the field.

The Educational Research Facilities Program provides funds for constructing, remodeling, and equipping needed physical facilities for educational research and related activities.

Two *Educational Policy Research Centers*, which are funded and evaluated by NCERD, but are monitored by the Office of Program Planning and Evaluation at the Office of Education, conduct research on possible directions for American education. These centers provide today's decisionmakers with information and analyses to help anticipate and plan for student needs through the end of the 20th century.

Included in this brochure are the two *Vocational and Technical Research and Development Centers*, established to improve the quality and extent of occupational or career education.

All of these activities are vital contributors to the improvement of the quality of education for all children, particularly those overlooked in the traditional classroom: children from poor, migrant, or culturally different families; children with special learning disabilities; children who learn at a slower or faster rate than average; and children in isolated rural or inner city schools.

The mission and major programs of each activity are outlined in this publication. For further information about any project, program, or product being developed or researched within the system of Centers and Laboratories, write to:

Educational R & D Information Office
755 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

All other inquiries should be addressed either directly to the institutions or to:

National Center for Educational
Research and Development
U.S. Office of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202

RESEARCH AND DEVELOPMENT CENTERS

Wisconsin Research & Development Center for Cognitive Learning
University of Wisconsin
1404 Regent Street
Madison, Wisconsin 53706
608/262-4901

Mission: To improve educational practice through programmatic R&D by generating new knowledge about cognitive learning and instructional processes and by developing materials and procedures based on a self-renewing system of Individually Guided Education (IGE) in the Multiunit Elementary School.

Major

Programs: *Conditions and Processes of Learning Program* to provide a research base for the continuing development and refinement of IGE by conducting studies to identify the fundamentals of the learning process and conditions which facilitate learning.

Processes and Programs of Instruction to develop the curriculum components and instructional procedures for IGE in the areas of mathematics, environmental education, reading, and related language arts.

Facilitative Environments Program to develop improved educational practices to help administrative and supervisory personnel in local school systems and State education agencies acquire the insights and skills necessary to implement and administer programs of Individually Guided Education.

Center for Research and Development in Higher Education
University of California, Berkeley
1947 Center Street
Berkeley, California 94720
415/642-5040

Mission: To improve the quality, effectiveness, and accessibility of higher education in the United States.

Major

Programs: *Equalizing Educational Opportunities Through Relevant Programs* to identify and stimulate the implementation of effective programs for the "new students" now entering institution of higher education (e.g., the culturally and economically disadvantaged) in the areas of remedial instruction, counseling, and curriculums.

Determining Effective Governance Structures, Processes, and Participants Program to investigate the changing patterns of decisionmaking in higher education and to develop models as sets of guidelines for governance in organizational structures.

Educational Impact and Student Development Program to develop a knowledge base on the changes which take place in college-age youth, to determine how selected aspects of the college environment relate to changes in students from varied ethnic and socioeconomic backgrounds, and to provide educational decisionmakers with a better basis for planning and implementing higher education programs.

Research and Development Center for Teacher Education
University of Texas
Education Annex 3.101
Austin, Texas 78712
512/471-1343

Mission: To promote the "personalization" of teacher education and through teacher training, the "personalization" of elementary and secondary school instruction by focusing on the maximum individualization of learning experience for teacher trainees (and ultimately, their pupils) in accordance with their concerns and capabilities.

Major

Programs: *Personalized Teacher Education Program* to develop the framework, the instructional components, and the assessment procedures for a preservice and inservice teacher education system which allows for individualized and diversified teacher education.

Personalized School Program to develop materials and procedures to instruct teachers and counselors to effectively "personalize" their treatment of students.

Center for Social Organization of Schools

Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
301/366-3582

Mission: To conduct research on how students are affected by environmental aspects such as school organization, rules, and racial composition.

Major

Programs: *Academic Games Program* to conduct research on the uses and effects of instructional games.

Social Accounts Program to develop a prototype system to trace socioeconomic characteristics of minority groups which hinder or facilitate maximum educational and occupational attainment.

Talents and Competencies Program to develop scales to assess and predict a broad range of talents and skills and to study their relationship to aptitude and achievement.

School Organization Program to study how organizational properties and structural features of schools are related to the social climate of the school and to important educational outputs; and to propose, institute, and evaluate the effects of specific structural and organizational characteristics and changes in schools.

Careers and Curricula Program to improve and evaluate vocational guidance programs by revising and extending a theory of vocational development that accounts for how students select their field of training and occupation, how schools and colleges affect these decisions, and how careers progress and decline.

Center for the Advanced Study of Educational Administration
147B Hendricks Hall
University of Oregon
Eugene, Oregon 97403
503/686-5171

Mission: To develop programs to improve procedures for educational decisionmaking related to the organizational and administrative implications of instructional change in public elementary and secondary schools.

Major

Programs: *Control of Instructional Policy Program* to study decision-making processes and structures in school districts and suggest needed alterations.

Organizational Implications of Instructional Change Program to develop new methods and strategies for initiating and securing change in school organizations, with an emphasis on differentiated staffing.

Strategies of Organizational Change Program to devise organizational processes that will enable personnel in schools and school districts to choose appropriate innovations, put them smoothly into operation, and maintain them.

Procedures for Systems Planning Program to develop analytical schemes and information support systems which will help schools plan for instructional change, improve quantitative-type instructional decisions, and project organizational consequences resulting from decisions.

Instructional Materials Development Program to develop training materials to provide school personnel with the knowledge and skills needed to solve specific organizational and administrative problems associated with instructional change.

Center for the Study of Evaluation
University of California, Los Angeles
145 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024
213/825-4711

Mission: To develop systems for evaluating different levels of education which can be adopted and implemented by educational agencies.

Major

Programs: *Evaluation of Instructional Programs* to construct procedures and methodologies for evaluating instructional programs.

Evaluation of Educational Systems Program to develop procedures and methods for evaluating schools, school systems, and institutions of higher learning.

Evaluation Theory and Methodology Program to develop a theory or model of evaluation; and to develop, field test, and publish evaluation training materials.

Stanford Center for Research and Development in Teaching
Stanford University
770 Welch Road
Palo Alto, California 94304
415/321-2300 X-4717

Mission: To improve the effectiveness of teaching in American schools.

Major

Programs: *Heuristic Teaching Program* to develop inquiring, inductive, and hypothesis-generating modes of instruction, leading toward a model teacher training system integrating components that dependably enhance teaching skill.

Teaching Students from Low-Income Areas Program to develop materials, procedures, and training programs to assist teachers in performing more effectively to meet the educational needs and motivations of children in low-income areas.

The Environment for Teaching Program to develop patterns of school organization and teacher evaluation that will help teachers function more professionally at higher levels of morale and commitment.

Pittsburgh Learning R&D Center
University of Pittsburgh
160 North Craig Street
Pittsburgh, Pennsylvania 15213
412/621-3500

Mission: To study the processes of learning and to design, develop, and test new techniques of instruction.

Major

Programs: *Instructional Design and Evaluation Program* to develop and demonstrate a model for individualized instruction applicable to most school settings (K-8) with emphasis on perceptual skills, reading and language, science, and mathematics.

Learning Research Program to investigate fundamentals associated with the human learning process such as memory and attention, complex intellectual processes, computer-assisted instructional techniques, and the analysis of teacher behavior, to provide a strong knowledge base for its own developmental activities as well as for those of others.

Computer Services and Research Program to carry out experimental research and development of time-shared computer facilities and to provide a broad range of computer services to support the instruction, testing, and management activities associated with the development and implementation of individualized instruction programs.

EDUCATIONAL LABORATORIES

Appalachia Educational Laboratory (AEL)
1031 Quarrier Street
Post Office Box 1348
Charleston, West Virginia 25325
304/344-8371

Mission: To develop programs to increase the accessibility of quality educational programs for rural and isolated schools.

Major

Programs: *Vocational Guidance Program* to create and disseminate materials and procedures enabling secondary school students in Appalachia to make informed occupational choices.

Early Childhood Education Program to provide rural pre-school children with specific language, cognitive, motor, and listening skills using television and mobile facilities.

Educational Cooperatives Program to develop a confederation of local school districts working with State departments of education and local colleges or universities to improve both educational organization and process in rural Appalachia.

Central Midwestern Regional Educational Laboratory (CEMREL)
10646 St. Charles Rock Road
St. Ann, Missouri 63074
314/429-3535

Mission: To improve the effectiveness of instruction in the schools by development and application of curriculums and instructional systems.

Major

Programs: *Comprehensive School Mathematics Program* to develop individualized mathematics curriculums for students from ages 5-18.

Aesthetic Education Program to develop curriculums based on the arts to increase the student's capabilities to experience aesthetic qualities in man-made and natural objects and events in his environment.

Instructional Systems Program to develop learning environments appropriate to the needs of inner-city low income children, and nonverbal autistic children.

Center for Urban Education (CUE)
105 Madison Avenue
New York, New York 10016
212/889-7277

Mission: To develop programs to improve the quality and relevance of urban education.

Major

Programs: *Community Learning Center Program* to improve the scope and quality of citizen involvement in urban education decisionmaking and practices through training programs for parents, community leaders, and school personnel and the establishment of community learning centers.

Literacy Through Social Education Program to provide economically deprived urban children with language skills through the use of instructional materials dealing with community life.

**Far West Laboratory for Educational
Research and Development (FWLERD)**
Claremont Hotel
1 Garden Circle
Berkeley, California 94705
415/841-6950

Mission: To apply product development technology to solve diverse educational problems.

Major

Programs: *Teacher Education Program* to develop model training designs and courses to improve basic teaching skills and

strategies of inservice and preservice teachers in elementary and secondary schools.

Communication Program to develop information services and planning and management systems to improve the rational adoption of new educational developments by school personnel.

Education Beginning at Age Three Program to design programs that develop intellectual abilities and foster positive attitudes of children, ages 3 to 9.

Mid-Continent Regional Educational Laboratory (McREL)
104 East Independence Avenue
Kansas City, Missouri 64106
816/221-8686

Mission. To design and test training programs for secondary teachers to provide for inquiry skill developments; and to develop programs to prepare teachers for service in ghetto schools.

Major

Programs: *Development of Inquiry Skills Program* to develop instruments assessing dimensions of inquiry skills and to develop instructional materials for students and training packages for teachers, enabling secondary teachers and students to acquire and demonstrate inquiry behaviors.

Inner City Teacher Education Program to develop systematic training programs which enable preservice and inservice teachers and supervisors to acquire and demonstrate behaviors needed to teach effectively in inner-city schools.

Northwest Regional Educational Laboratory (NWREL)
400 Lindsay Building
710 Southwest Second Avenue
Portland, Oregon 97204
503/224-3650

Mission: To develop and help install effective educational products which build on existing research and technology.

Major

Programs: *Improving Teacher Competencies Program* to develop training programs for teachers to help them stimulate a child's thinking capacities and his ability to function effectively in his environment.

Intercultural Program to design language development programs to meet the special needs of minority group children.

Rural Schools Program to develop materials and procedures to provide rural community leaders with the capabilities to assess their educational needs, set goals for their schools, and mobilize resources; to expand academic and vocational learning opportunities for children in isolated schools.

National Laboratory in Higher Education (NLHE)

Mutual Plaza

Chapel Hill and Duke Streets

Durham, North Carolina 27707

919/688-8057

Mission: To create products and processes to improve administration and instruction in higher education and to introduce promising new products and processes into elementary and secondary schools in the laboratory's region.

Major

Programs: *Administrative and Organizational Systems Program* to develop and install a system of management by objectives and strategies to increase the administrative effectiveness of colleges and universities.

Educational Improvement Systems Program to develop and implement a learning-oriented instructional system based on behavioral objectives to improve the quality of instruction in junior and community colleges.

Individualized Instructional Systems Program to provide elementary and secondary schools with validated individualized curriculum materials at costs that they can afford.

Research for Better Schools (RBS)
1700 Market Street
Suite 1700
Philadelphia, Pennsylvania 19103
215/561-4100

Mission: To construct products which will not only optimize conditions for intellectual growth of the individual student, but also promote his self-reliance, responsibility, and responsiveness to changing social and technological environments.

Major

Programs: *Individualizing Learning Program* to develop programs using Individually Prescribed Instruction (IPI) together with Computer Assisted Instruction (CAI) to enable each student to work at his own rate, and to become self-motivated for learning.

Humanizing Learning Program to develop skill-oriented curriculums that will optimize each person's human capabilities through the development of his intellectual, social, and emotional skills.

Administering for Change Program to develop tools and methods for administrative personnel so they can facilitate change in local school districts and thereby enhance the efficiency and effectiveness of schools with students.

Southwestern Cooperative Educational Laboratory (SWCEL)
117 Richmond Drive, NE
Albuquerque, New Mexico 87106
505/265-9561

Mission: To develop programs to improve the communication skills of culturally diverse children, ages 3-8, particularly Mexican-Americans and Indians.

Major

Programs: *Communication Arts Program* which consists of:

Oral Language Program to help 5-7 year olds become proficient speakers and understanders of English.

Reinforced Readiness Requisites Program to teach 5-7 year olds concepts prerequisite to reading.

Experience Centered Learning Program to help teachers take advantage of the background, natural curiosity, and abilities of students; and to help children learn a variety of communication skills.

Southwest Regional Laboratory (SWRL)
11300 LaCienega Boulevard
Inglewood, California 90304
213/776-3800

Mission: To develop performance referenced and learner-controlled curriculum systems that are research based; that equip preschool and primary Anglo, Mexican-American, and black children with skills necessary to function in an increasingly complex environment; and that are supported by human resources support systems and computer support systems.

Major

Programs: *Curriculum Systems* to develop a variety of instructional systems that will equip preschool and primary students with skills in the areas of communication, problem-solving, art, and music.

Human Resources Support System to develop instructional support, training, and installation systems to utilize human resources available at classroom, school, and school district levels to contribute to the effective attainment of the outcomes specified in the laboratory's curriculum systems.

Computer Support Systems to develop management systems to yield current and relevant information which can be used as the basis for evaluating and modifying curriculum and human resources systems, e.g., providing supplemental instruction to students who have not mastered specified skills.

Southwest Educational Development Laboratory (SEDL)
800 Brazos Street
Austin, Texas 78767
512/476-6861

Mission: To develop learning systems at the preschool and primary levels to meet the specific educational needs of Mexican-American, black, and French-American children.

Major

Programs: *Early Childhood Education Program* to develop a program which concentrates on those physical, social, emotional, and intellectual skills that will enable young children (ages 3-5) to enter the first grade as competent, motivated learners.

Multicultural Social Education Program to develop a primary grade program for grades 1-3 to provide young children with a functional grasp of social reality and with the intellectual tools to deal with society's problems.

Language Development and Reading Program to develop a primary grade (1-3) bilingual program which refines and further develops a child's native language (Spanish or French) while developing proficiency in English at the same time.

THE NATIONAL PROGRAM ON EARLY CHILDHOOD EDUCATION (NPECE)

**National Coordination Center
National Program on Early Childhood Education
CEMREL, Inc.
10646 St. Charles Rock Road
St. Ann, Missouri 63074
314/429-3535**

Mission: To develop programs which will provide the appropriate skills and sustaining motivations to enable children from birth to 8 years to master their environment and effectively participate in a rapidly changing society.

Major

Programs: *Knowledge Base Development* to build an adequate foundation of knowledge to serve as the basis for designing comprehensive models of early childhood education.

Prototype Development and Applied Experimentation to test prototype components of comprehensive early childhood education programs.

Model Development to develop alternative comprehensive early childhood education models that are based on the best knowledge available and that are adequately tested and evaluated for a variety of specified populations.

In addition to the National Coordination Center, the National Program consists of an ERIC Clearinghouse on Early Childhood Education at the University of Illinois (Urbana, Illinois 61801) and seven research and development centers:

**Demonstration and Research Center in Early Education
Peabody College for Teachers
Nashville, Tennessee 37203**

Early Education Research Center
5801 Kenwood Avenue
University of Chicago
Chicago, Illinois 60637

Research and Development Center in Early Childhood Education
College of Education
University of Arizona
Tucson, Arizona 85721

Kansas Center in Early Childhood Education
Department of Human Development
The University of Kansas
Lawrence, Kansas 66044

Research and Development Center in Early Childhood Education
Department of Psychology
Syracuse University
Syracuse, New York 13201

Research Program in Early Childhood Education
Department of Child Development and Family Relationships
Cornell University
Ithaca, New York 14850

Center for Research and Demonstration in the Early Education of
Handicapped Children
College of Education
University of Oregon
Eugene, Oregon 97403
(supported by funds from the Bureau of Education for the Handicapped)

EDUCATIONAL POLICY RESEARCH CENTERS

**Educational Policy Research Center
Stanford Research Institute
Menlo Park, Calif. 94025**

Mission: To develop visions of the future of American education based on:

Analysis of human needs, beliefs, and values

Relationship of need—value—belief systems to economic-political, social, and technological variables.

**Educational Policy Research Center
Syracuse University Research Corporation
Syracuse, N.Y. 13210**

Mission: To develop future pictures of alternative possibilities for society and its demand upon education based on:

Predictions of sociocultural, political, educational, demographic, technological, and economic trends.

Use of computer technology to project the effects of a range of possible conditions or events such as changing values and teacher and student militancy.

Implications of trends for education and alternative educational policies.

VOCATIONAL AND TECHNICAL RESEARCH AND DEVELOPMENTAL CENTERS

**Center for Research, Development, and Training
in Occupational Education
North Carolina State University
P. O. Box 5096
Raleigh, North Carolina 27607
919/755-3127**

Mission: To improve the quality and extent of occupational education and to implement a model for education toward occupational proficiency through the development and implementation of:

Comprehensive postsecondary occupational education programs.

Comprehensive occupational education programs in traditional elementary and junior high schools.

Comprehensive occupational education programs for rural schools.

Models and systems for the evaluation of occupational education.

**The Center for Research and Leadership Development
in Vocational and Technical Education
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210
614/486-3655**

Mission: To strengthen State educational systems and to provide effective occupational education programs which meet both individual needs and manpower requirements, through:

Research and development to fill voids in existing knowledge and create methods for applying knowledge.

Development of state leadership in vocational teacher education, curriculum development strategies, and vocational choice and adjustment programs.

Stimulation and strengthening of other institutions' capacity to solve significant educational problems.

Operation of a national information storage, retrieval, and dissemination system for vocational and technical education.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

**Western Interstate Commission for Higher Education
National Center for Higher Education Management Systems
P. O. Drawer P
Boulder, Colorado 80302**

Mission: To improve (1) institutional management, (2) statewide coordination, and (3) national decisionmaking in higher education by:

Creating a communications base throughout higher education by developing standard definitions of data elements; standard procedures for aggregating, reporting, and analyzing those data elements; and agreement on qualitative aspects involved in data comparison.

Developing techniques using standard data elements to improve program planning and resource allocation.

EDUCATIONAL RESEARCH TRAINING PROGRAM

Mission: To increase and improve the training of personnel for educational research, development, diffusion, and evaluation. Such personnel are employed by research and development centers, regional educational laboratories, State and local education agencies, and other Research and Development Organizations.

Major

Programs: *Training Consortia Program* to develop and demonstrate new inservice and preservice designs for training, development, diffusion, and evaluation personnel in education.

Personnel Analysis Projects Program to provide information about specific skills and knowledge levels required in research, development, diffusion, and evaluation positions in different agencies and to provide manpower supply and demand data.

Graduate Research Training Program to support graduate educational research training programs at colleges and universities with a strong emphasis on off-campus practicum experiences. A number of these programs incorporate a multidisciplinary approach, while others specialize in such fields as sociology of education, economics of education, educational psychology, and educational administration. This program was initiated in 1966 and will provide a final increment of Federal support for approximately 200 trainees in 1972.

Short Term and Summer Institute Training Program to increase the utilization of improved techniques of research, development, diffusion, and evaluation. Programs include summer institutes for representatives of racial minorities working in innovation and evaluation units.

Materials Development Program to produce improved instructional materials and practices for training educational research, development, diffusion, and evaluation personnel. Materials for inservice or continuing education as well as for formal preservice training are being developed.

EDUCATIONAL RESEARCH FACILITIES PROGRAM

Mission: To provide Federal funds and technical assistance for designing, constructing, and equipping physical facilities which will house and support educational research and related activities.

Major Projects: There are currently seven on-going research facilities projects, each of which will produce a permanent, unique physical plant tailored to the specific requirements of a major educational R&D institution.

The Central Midwestern Regional Educational Laboratory, currently headquartered in St. Ann, Missouri, has been awarded a \$2.90 million grant to purchase and remodel to its specifications an older City of St. Louis hospital facility.

The Far West Laboratory for Educational Research and Development, now housed in a Berkeley, California, hotel, has purchased a warehouse in San Francisco's Mission District under its \$4.77 million grant and will renovate this building into a complex "Center for Educational Development."

The Learning Research and Development Center at the University of Pittsburgh has been awarded \$5.63 million to construct a new, centrally located facility which represents a radical design solution to the topographical difficulties of the Pittsburgh campus.

The Southwest Educational Development Laboratory, under a \$4.10 million grant, will acquire approximately a 30-year condominium interest in a facility to be built to its specifications by a private developer in downtown Austin, Texas. The new facility, which will be close to the laboratory's current quarters in an Austin hotel, will heavily utilize open space (partition-free) planning.

The Southwest Regional Laboratory, now in Inglewood, California, will build a new facility on surplus Federal prop-

erty in Los Alamitos. Supported under a \$4.29 million grant, this project has drawn upon numerous advanced planning and construction techniques.

The *Stanford Center for Research and Development in Teaching* is building a new facility on the Palo Alto campus under its \$4 million grant. This new facility is centrally sited and will house one of the most sophisticated media systems in the field of educational R&D.

The *Wisconsin Center for Research and Development in Cognitive Learning* has received a \$4.23 million grant to construct a new multidisciplinary facility on the Madison campus. Educational Sciences Unit I, which is also heavily supported by State funds, will house several related components of the university and include an extensive research equipment system.

Occupancy of the seven facilities should begin in the summer of 1972, and completion of these several projects will mark the fulfillment of previous Congressional appropriations for Cooperative Research Facilities.

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